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The views of students, teachers and parents and the use of portfolio at the primary level

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Abstract

The aim of this study was to investigate the opinion of students, teachers and parents on the use of portfolio in learning. The study took place two semesters. There were total 501 subjects involved in this study; 197-5th graders, 178- 8th graders, 37 teachers and 92 parents involved in this study. The researcher employed a likert-type questionnaire consisting of 25 items. The Kruskal-Wallis H. test and frequency table were used in the analysis of the data. The study demonstrated that all three groups were positively agreed with using portfolio in learning and they all believed that the use of portfolio plays prominent roles in the assessment of students' progress.

Keywords: Portfolio; student-centered education; elementary education .

I. Introduction

Today's educators and teachers believe that students should be educated as a person who is able to reach and evaluate knowledge by himself, discuss its truth and validity, and be productive in the learning process. Moreover, today's school system and classroom settings are dominantly affected by the constructivist philosophy more than two decades. With this philosophy both teachers and students roles in learning process have been changed. Teachers are becoming facilitator in the classrooms and students become the constructor of their knowledge. This dramatic change in the role of teachers and students influenced the evaluation process. Teachers developed different kinds of assessment materials instead of just using paper pencil test. Portfolio is one of them. It takes great attention from the teachers and educators. Portfolio which is one of the ways to evaluate the students' performance during the learning process, gives a great opportunity for teachers to evaluate his/her student's progress and to see their works. A student portfolio is a carefully selected collection of student work that provides clear evidence to the student, parent, and other educators of the student's knowledge, skills, strategies, grasp of concepts, attitudes, and achievement in a given area or areas over a specific time period (Vizyak, 1996).

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In other words, portfolio is a purposeful collection of student work that exhibits the student's efforts, progress, and achievements in one or more areas of the curriculum. The collection includes the following: Student participation in selecting contents. Criteria for selection. Criteria for judging merits. Evidence of a student's self-reflection.

It should represent a collection of students' best work or best efforts, student-selected samples of work experiences related to outcomes being assessed, and documents according growth and development toward mastering identified outcomes (Paulson et al. 1991).

Teachers are not a single factor playing important roles in students learning. Peer -support and parents' involvement help students improve their educational experience and knowledge in the classrooms. Besides the study of Stipek (1988) show that parent's involvement positively effects student's motivation toward the classes.

Traditional assessment does not give enough information about the student's progress. Getting grades A's, B's or C's can be sometimes confusing to the parents and misleading them because they may not have any information about what these grades means are, or training to interpret the meaning of a grade (Culbertson & Jalongo, 1999). Generally, grades or percentages emphasize on a particular skill and show what students do not know (Micklo, 1997). Moreover, incorporating grades or percentages into assessment does not give the students an opportunity to become involved in their own assessment (Manning & Manning, 1995).

Although the students should follow their own improvement during the learning process, they only focus on their marks. The most important point for students is the result of tests, but, they do not care about their improvement . According to Hillyer & Ley (1996), assessment should allow students to apply their knowledge to real-life situations. Student's evaluations should be based on the quality of their work and not on their ability to recall information (Cubertson & Laongo, 1999).

Traditional tests do not assess the child as a whole. They do not reflect the current theories in learning, do not give a clear picture of how the child performs in the classroom, and do not provide usefulness for the future (Chen & Martin, 2000).

Learning is separated from assessment using standardized tests. The results of a standardized test do not result in a positive connection to instruction, the results of standardized tests are often filed and forgotten and parents find it difficult to understand their children's progress results (Gilman, Andrew & Cathleen, 1995).Educational strategies are always changing. Therefore methods of assessment should be changed.

Standardized tests are used to assessment product. Families, teachers and students see only the results in standardized tests. But with portfolio assessment, both students and teachers and families can fallow students' development.

In a student-centered class as to traditional one, students learning should be evaluated wholly, and not be only evaluated with the result of the test scores. Therefore, in the assessment of the student's progress, different ways should be used instead of traditional ways. In other words, in this process projects, worksheets, practice exams, observation lists and portfolios could be used for the assessment purposes in the classrooms.

Gilman, Andrew and etc. (1998) stated twelve advantages for the use of portfolio.

(1)Portfolios evaluate both product and process. (2)They integrate learning and assessment. (3) Evaluation is not limited to a single score. (4)They provide more information about a student's progress.(5)They encourages students to take charge of their own learning.(6)Students feel that they are part of the assessment process.(7)They help students develop their skills necessary for life-long learning.(8)They may actually reduce the burden of grading papers.(9)Information gained from the portfolios is meaningful and substantial.(10)They provide continuous example of the student's work in a context that is relevant and understandable.(11)They assess global understanding and thinking skills. (12)It is a form of evaluation that is bounded to have a parental approval. As it mentioned above, using portfolio supports the students in many areas during the process of learning.

It is hard to evaluate student's knowledge in a limited time. The traditional assessment does not give a chance to the students to see their success and deficiencies in the learning process. Paper-pencil tests do not bring the person's improvement and whole potential. According to traditional measurement and evaluation approach, students can not announce their ideas about defining the assessment process. But, students are able to state their ideas about content of the file with the portfolio which allow students to control their work and correct their mistakes (Romberg, 1993; Shepard, 1989; Mumme, 1990; Akt: Baki ve Birgin, 2004). Portfolio implementation requires a profound change in the roles and responsibilities of students, teachers and parents (Melograno, 1994).

1.1.The purpose of the study

The researcher believes that learners should be in the center of all kind of applications in education and learning activities. From educational planning to the evaluation, students' ideas should take part in the assessment procedure, and their ideas could direct their own education. Furthermore, peers support and parental involvement in the students learning plays prominent roles. Therefore, the current study focused on the assessment of the views of 5^{th}, 8^{th} graders, their parents, and their teachers on the use of portfolio in learning process. The reason 5^{th} grade and 8^{th} grade students chosen is that these are the last classes of the first and second level and portfolio assessment applied in these classes.

2. Methodology

2.1 Inquiry (Method)

The researcher followed the procedure of the survey method which is used to measure manner, thought and success (Wiersma, 2000). "While survey research is the most frequently encountered type of self-report research, developmental, follow-up, and sociometric studies also rely primarily on self-reported information" (Gay, 1996:251). There are different types of surveys. One of them is school survey that may involve the study of an individual school or all schools in a particular setting. School surveys are generally preferred for the purpose of internal or external evaluations. The variables may be curriculum, instruction, administrative personnel, finances, and so forth. Opinions of teachers' parents and students on the implementation of portfolio were determined. After finding the views of the participants, it was really important for the researcher to examine the differences in terms of opinions between all three groups.

2.2 Participant

The participants were 37 elementary school teachers, 92 parents, and 194 -5th and 178- 8th graders. Teachers of the 5th graders having 10-20 years of teaching experiences were familiar with the use of computer and its applications in teaching and learning. Besides, these teachers were involved in seminars about the use and implementation of portfolio. The teachers also used computers for classroom activities. These teachers had monthly meetings with their collogues to share their classroom experiences with students, ideas and suggestions about the implementation of portfolio. Likewise, teachers of the 8th graders have teaching experiences from 5 to 22 these teachers were also participated the same seminar that 5th grade teachers were involved.

2.3 Procedure

This study took place in two semesters, spring and fall of 2004. Students participating to the study were coming from the socially and economically wealthy families. The students got help from their families when they needed, during the preparation of their portfolios. Students showed their works to their families at the end of each semester and got their opinions about their work and portfolio evaluation forms for the researcher. In the study the researcher employed a likert-type questioner consisting of 25 items, to detect the participants' views "about the portfolio application" The Cronbach alpha reliability coefficient of the scale was calculated as .81.

These open-ended guestions were asked both students and teachers before developing the first draft of the survey "The evaluation of Portfolio": What are gains of portfolio? Can portfolio be used as a purpose of assessment? Is it necessary the support of parents in preparing and presenting the portfolio folder? After evaluating the questions of the survey has been prepared with taking into consideration the sources. After developing the draft of the survey, a pre-application has been conducted to take the opinions of students. After necessary corrections with the ideas of experts and students, the survey has been completed.

2.4 Data Analysis

The Kruskal-Wallis H. test and frequency table were used in the analysis of the data. The Kruskal-Wallis test is a non-parametric test used to compare three or more samples. It is used to test the hypothesis that the different samples in the comparison were drawn from the same distribution or from distributions with the same median (Büyüköztürk, 2004). In the study students, parents and teachers were all different samples. Data of investigation were examined according to scale table including four groups. Therefore, the researcher chose to use this statistical method to analyze the data(Table I).

Table I: The following table shows the scoring table

Alternatives	*Points*	*Point space*
Strongly Disagree	1	1,00 - 1,74
Disagree	2	1,75 - 2,49
Agree	3	2,50 - 3,24
Strongly Agree	4	3,25 - 4.00

3. Results

As it is seen in table II, many of the parents, teachers and students opinions about the use of portfolio in learning were lined up. According to the results of the parallel questions asked to each of the three groups, 54,3% of parents, 32,4% of teachers, 50,5% of students stated that they completely agree with the statement, "I recognize my type of learning with portfolio".

Table 2.1. Frequency table for the students responses to the questionnaire(M: missing response, X: Averages; P: Parent; T: Teacher; S: Student)

Statements		**1**	**2**	**3**	**4**	**M**	X
P: My child has recognized his type of learning with portfolio.	f	3	10	29	50	-	3,36

		%	3,3	10,9	31,5	54,3	-	
1	T: My students have recognized their type of learning with portfolio	f	-	-	25	12		3,32
		%			67,6	32,4		
	S: I have recognized my type of learning with portfolio.	f	20	45	117	186		3,27
		%	5,4	12,2	31,8	50,5		
	P: It takes too much time to prepare portfolio	f	18	26	29	19	-	2,53
		%	19,6	28,3	31,5	20,7	-	
2	T: It takes too much time to prepare portfolio	f	4	-	8	25		3,46
		%	10,8	-	21,6	67,6		
	S: It takes too much time to prepare portfolio	f	18	28	118	204		3,38
		%	4,9	7,6	32,1	55,4		
	P: My child overcome the exam anxiety when he was evaluated with portfolio	f	21	20	26	25	-	2,59
		%	22,8	21,7	28,3	27,2	-	
3	T: My students overcome the exam anxiety when he was evaluated with portfolio	f	4	21	12	-		2,22
		%	10,8	56,8	32,4			
	S:I overcome the exam anxiety when I was evaluated with portfolio	f	28	53	121	166		3,15
		%	7,6	14,4	32,9	45,1		
	P: My child is able to accurately explain his strengths and weaknesses.	f	7	15	21	47	2	3,20
		%	7,6	16,3	22,8	51,1	2,2	
4	T: My students are able to accurately explain their strengths and weaknesses.	f	-	-	25	12		3,32
		%			67,6	32,4		
	S: I'm able to accurately explain my strengths and weaknesses	f	42	51	122	153		3,04
		%	11,4	13,9	33,2	41,6		
	P: My child has recognized his responsibility for his own learning	f	21	20	26	25	-	2,59
		%	22,8	21,7	28,3	27,2	-	
5	T: My students have recognized their responsibilities for their own learning.	f	-	4	4	29		3,68
		%		10,8	10,8	78,4		
	S: I have recognized my responsibility for my own learning	f	34	33	144	157		3,15
		%	9,2	9,0	39,1	42,7		

20,7% of parents, 67,6% of teachers and 55,4% of students claimed that they completely agree with the statement, "it takes too much time to prepare portfolio"(Table IIa). As a result of the mean scores, both teachers and students completely agree, and parents partially agree with each others views. Shortly all three expressed that the use of portfolio is prominent in learning, but it is time consuming. Because of the time consuming issue, honesty becomes a common problem in students' works. They share their works with each other. This is the weakest part of the students' assessment process. Because teachers are unable assess students' work accurately.

For the third statement about the exam anxiety, 45,1% of students claimed that they overcome their exam anxiety in the evaluation of their progress, and 27,2% of parents 32,4% of teachers stated that portfolio assessment procedure help students overcome their exam anxiety(Table IIa). In comparison to the paper-pencil test taking place in a short time, portfolio preparation takes more time. Students feel comfortable with having a longer time to do their work and show their progress. Besides, it is hard to both parents and students to understand academic growth with a single mark. However, portfolio helps both students and parents to understand learning progress (Gilman&Hassett, 1995). According to the study of Salend (1998), standardized tests give little information about the students' progress which should be assessed not only with exam result but also with studies showing students different abilities.

According to the responses given to the forth statement regarding students' strengths and weaknesses, all three groups, students (41.6%), parents (51.1%) and teachers (32.4%) were agreed on the statement. In other words, portfolio gives an opportunity for students to see their strengths and weaknesses in what they are learning(Table IIa). Fenwick & Parsons (1999) stated that portfolio helps students involve in the evaluation of their own learning, in their study, "A Note On Using Portfolios To Assess Learning". According to Koelper & Messerges (2003), most of the teachers believe that standardized tests and final reports do not reflect the students' academic performance accurately.

For the fifth statement "I recognized my responsibilities for my own learning", 42, 7% of students stated that the portfolio help them to feel their responsibilities more in their learning. 27,2% of parents and 78,4% of teachers supported students' views in taking a responsibility in their learning(Table IIa). This result is lined up with the claim of Hillyer & Ley (1996) stating that when students prepare portfolios, they take more responsibilities for their own learning, and they understand their strengths and limitations.

For the sixth statement of inquiry "I'm able to self-assess with my own work", 47,0% of students stated that they are able to assess their own work. 46,7% of parents and 43,2% of teachers supported students' opinion(Table IIb). In other words, portfolio preparation procedures help students to attain a level in level in which they easily assess their own progress of learning. 13% of students who participated to the study of Koelper ve Messerges (2003) expressed that they were unable to assess their own work. But, these students claimed that after learning the preparation of a portfolio, they were able to assess their learning progress. Most traditional tests do not give children a chance to explain what they know and show what they can do (Cubertson,&Laongo, 1999). However, in the essence of the portfolio students are encouraged to share their knowledge and help each other.

For the tenth statement of inquiry "With portfolio my parents have recognized my works closely", %42, 9% of students stated that they completely agree with the statement. This process gives an opportunity to the parents (52.2%) to see their children's progress(Table IIb). Furthermore, the statement of "As parents our responsibilities and roles changed to our child with portfolios", 42,9% of students stated that they completely agree with the statement. 35,9% of parents and 54,1% of teachers supported the opinion of students mentioned above(Table IIb). Dodd listed five ways to provide more information to parents in 1995. One of them is that making parent conferences can be more meaningful with having information about students' works, portfolios. After the conference, students explain what they did to their parents. This process removes the parental pressure on the teachers, and it also helps students reflect on their own progress (Dodd; 1998). In a student-let conference setting, the learners become more responsible for their learning and in turn increase student achievement (Ricci, 2000). These conferences foster students' communication with each other, increase student participation, and is compatible with teaching philosophy (Conderman, Hatcher, &Ikan, 1998).

Table 2.2. Frequency table for the students responses to the questionnaire(M: missing response, X: Averages; P: Parent; T: Teacher; S: Student)

	Statements		**1**	**2**	**3**	**4**	**M**	X
6	P: He is able to assess himself with his own works	f	5	17	24	43	3	3,17
		%	5,4	18,5	26,1	46,7	3,3	
	T: They are able to self-assess themselves with their own works.	f	4	-	17	16		3,22
		%	10,8	-	45,9	43,2		
	S: I am able to assess myself with my own works.	f	22	43	130	173		3,23
		%	6,0	11,7	35,3	47,0		
7	P: He felt that he is part of the assessment process.	f	5	11	30	43	3	3,24
		%	5,4	12,0	32,6	46,7	3,3	
	T: They felt that they are part of the assessment process.	f	-	-	29	8		3,22
		%			78,4	21,6		
	S: I felt that I am a part of the assessment process.	f	29	27	206	106		3,05
		%	7,9	7,3	56,0	28,8		
8	P: He learnt 5WH with portfolio.	f	10	13	21	42	6	3,10
		%	10,9	14,1	22,8	45,7	6,5	
	T: My students learnt 5WH with portfolio	f	-	4	8	25		3,57
		%		10,8	21,6	67,6		
	S: I learnt 5WH with portfolio.	f	44	39	171	114		2,96
		%	12,0	10,6	46,5	31,0		
9	P: He was able to follow his academic growth by portfolio.	f	7	14	33	35	3	3,07
		%	7,6	15,2	35,9	38,0	3,3	
	T: My students were able to follow their academic growth by portfolio.	f	-	17	8	12		2,86
		%		45,9	21,6	32,4		
	S: I was able to follow my academic growth by portfolio.	f	50	30	131	157		3,07
		%	13,6	8,2	35,6	42,7		
10	P:With portfolio I have recognized my students works closely.	f	7	10	25	48	2	3,26
		%	7,6	10,9	27,2	52,2	2,2	
	T: T: With portfolio their parents have recognized their children's works closely.	f	13	4	16	4		2,30
		%	35,1	10,8	43,2	10,8		
	S: With portfolio my parents have recognized my works closely.	f	36	20	154	158		3,17
		%	9,8	5,4	41,8	42,9		
11	P: As parents our responsibilities and roles changed to our child with portfolios	f	13	15	30	33	1	2,91
		%	14,1	16,3	32,6	35,9	1,1	
	T: Parents roles and responsibilities changed to their child with portfolio.	f	13	-	20	4		2,41
		%	35,1		54,1	10,8		
	S: My parents responsibilities and roles changed to me with portfolios.	f	16	25	169	158		3,27
		%	4,3	6,8	45,9	42,9		
12	P: It helped my child to recognize his education practice problems.	f	9	8	31	40	4	3,15
		%	9,8	8,7	33,7	43,5	4,3	
	T: It helped my students to recognize their education practice problems.	f	-	8	25	4		2,89
		%		21,6	67,6	10,8		
		f	32	16	107	213		3,36

S: It helped me to recognize my education practice problems.	%	8,7	4,3	29,1	57,9	

For the fourteenth statement of inquiry "We determined the content of portfolio with my teacher", 45,4% of students stated that they completely agree with the statement, supported by parents (56,5%) and teachers (54,1%).This is aligned with the study of Ocak (2003). According to his study called "evaluation of fourth and fifth class students' ideas with student centered science education", 66,7% of fourth graders and 69,8% of fifth graders stated that they completely agreed with the statement "we planned my studies with my teacher in science lesson"(Table IIc).

Table 2.3. Frequency table for the students responses to the questionnaire (M: missing response, X: Averages; P: Parent; T: Teacher; S: Student)

	Statements		1	2	3	4	M	X
13	P: My child's planning skills have been developed.	f	3	9	20	59	1	3,48
		%	3,3	9,8	21,7	64,1	1,1	
	T: My student planning skills have been developed with portfolio.	f	-	-	8	29		3,78
		%			21,6	78,4		
	S:My planning skills have been developed with portfolio.	f	22	41	109	196		3,30
		%	6,0	11,1	29,6	53,3		
14	P: He determined the content of portfolio with his teacher.	f	13	5	18	52	4	3,23
		%	14,1	5,4	19,6	56,5	4,3	
	T: We determined the content of portfolio together.	f	-	-	17	20		3,54
		%			45,9	54,1		
	S: We determined the content of portfolio with my teacher.	f	17	37	147	167		3,26
		%	4,6	10,1	39,9	45,4		
15	P: He contributed his learning actively with portfolio.	f	4	10	30	46	2	3,31
		%	4,3	10,9	32,6	50,0	2,2	
	T: My students contributed their learning actively with portfolio.	f	-	-	8	29		3,78
		%			21,6	78,4		
	S: I contributed my learning actively with portfolio.	f	27	56	142	143		3,08
		%	7,3	15,2	38,6	38,9		
16	P: I recognized that he thought, investigated and criticized more than before studying on portfolio.	f	7	10	28	46	1	3,24
		%	7,6	10,9	30,4	50,0	1,1	
	T: My students recognized that they thought, investigated and criticized more than before studying on portfolio.	f	-	4	21	12		3,22
		%		10,8	56,8	32,4		
	S: I recognized that I thought, investigated and criticized more than before studying on portfolio.	f	18	53	152	145		3,15
		%	4,9	14,4	41,3	39,4		
17	P: With portfolio works he got a better relationship with his parent and teacher.	f	9	10	21	51	1	3,25
		%	9,8	10,9	22,8	55,4	1,1	
	T: : With portfolio works he got a better with his parent and me	f	-	21	8	8		2,65
		%		56,8	21,6	21,6		
	S: : With portfolio works I got a better relationship with my parent and my teacher	f	52	58	80	178		3,04
		%	14,1	15,8	21,7	48,4		
18	P: Because of his cooperation with his teacher, he has recognized that his teacher has more information about him.	f	9	6	26	50	1	3,28
		%	9,8	6,5	28,3	54,3	1,1	
	T: Because of cooperation with me, he has recognized that I have more information about him.	f	-	4	17	16		3,32
		%		10,8	45,9	43,2		
	S: Because of cooperation with my teacher, I recognized that my teacher has more information about me.	f	52	47	159	110		2,88
		%	14,1	12,8	43,2	29,9		

For the sixteenth statement of inquiry "I recognized that I thought, investigated and criticized more than before studying on portfolio", 39,4% of students stated that they completely agree with the statement. 50% of parents and 32,4% of teachers were agreed with the opinion of the students on this statement(Table IIc). With portfolio study, students developed their critical thinking ability and investigation skills. As part of the portfolio process, students are asked to think about their needs, goals, weaknesses and strengths in language learning; they are often asked to select their best work and to explain why the work is valuable to them. Learner reflection in a portfolio makes an important contribution to the triangulation of information in the assessment process (Huerta-Macias, 1995).

Table 2.4. Frequency table for the students responses to the questionnaire (M: missing response, X: Averages; P: Parent; T: Teacher; S: Student)

	Statements		1	2	3	4	M	X
19	P: When preparing portfolio, my child had a chance to correct and improve his work with his teacher more than before.	f	9	10	27	42	4	3,15
		%	9,8	10,9	29,3	45,7	4,3	
	T:When preparing portfolio, we had a chance to correct and improve his work more than before.	f	-	6	15	16		3,27
		%		16,2	40,5	43,2		
	S: When preparing portfolio, I had a chance to correct and improve my work with my teacher more than before.	f	62	43	114	149		2,95
		%	16,8	11,7	31,0	40,5		
20	P: With the portfolio work, he was criticized positively for the future	f	13	13	25	36	5	2,96
		%	14,1	14,1	27,2	39,1	5,4	
	T: He was criticized positively for the future with portfolio	f	-	4	9	24		3,54
		%		10,8	24,3	64,9		
	S: I was criticized positively for the future with portfolio	f	52	15	195	106		2,96
		%	14,1	4,1	53,0	28,8		
21	P He had a chance to exhibit his most excellent works with portfolio.	f	12	17	21	37	5	2,95
		%	13,0	18,5	22,8	40,2	5,4	
	T: My students had a chance to exhibit their most excellent works with portfolio.	f	-	4	8	25		3,57
		%		10,8	21,6	67,6		
	S: I had a chance to exhibit my most excellent works with portfolio.	f	46	35	137	150		3,06
		%	12,5	9,5	37,2	40,8		
22	P: His responsibilities multiplied with portfolio.	f	6	7	22	51	6	3,37
		%	6,5	7,6	23,9	55,4	6,5	
	T: MY students' responsibilities multiplied with portfolio.	f	-	4	16	17		3,35
		%		10,8	43,2	45,9		
	S: My responsibilities multiplied with portfolio.	f	34	31	144	159		3,16
		%	9,2	8,4	39,1	43,2		
23	P: He has recognized his unknown abilities (drawing, graphic, etc.) with preparing portfolio.	f	10	9	24	44	5	3,17
		%	10,9	9,8	26,1	47,8	5,4	
	T: My students recognized their unknown abilities (drawing, graphic, etc.) with preparing portfolio	f	-	7	14	16		3,24
		%		18,9	37,8	43,2		
	S:I recognized my unknown abilities (drawing, graphic, etc.) with preparing portfolio	f	38	25	120	185		3,22
		%	10,3	6,8	32,6	50,3		

For the nineteenth statement of inquiry "When preparing portfolio, I had a chance to correct and improve my work with my teacher more than before", 40,5% of students stated that they agree with the statement mentioned above. 45,7% of parents and 43,2% of teachers expressed their opinion in a similar way(Table IId). Portfolio is the reflection of study which is based on teacher and student corporations (MEB, 2003). During the process of portfolio development, students get instant feedbacks from their teachers to correct their mistakes, and also they get help from their parents which is also very beneficial. This causes students to communicate more with their teachers and parents. Moreover, the teacher guides both family and student during the process.

Table 2.5. Frequency table for the students responses to the questionnaire (M: missing response, X: Averages; P: Parent; T: Teacher; S: Student)

	Statements		1	2	3	4	M	X
24	P: He felt himself more independent.	f	11	9	23	44	5	3,14
		%	12,0	9,8	25,0	47,8	5,4	
	T: He felt himself more independent.	f	5	2	14	16		3,11
		%	13,5	5,4	37,8	43,2		
	S: I felt myself more independent.	f	28	27	129	184		3,27
		%	7,6	7,3	35,1	50,0		
25	P: When preparing portfolio, he has begun to use new learning in his daily life.	f	6	9	25	47	5	3,29
		%	6,5	9,8	27,2	51,1	5,4	
	T: When preparing portfolio, they have begun to use new learning in their daily life	f	3	18	8	8		2,57
		%	8,1	48,6	21,6	21,6		
	S: When preparing portfolio, I have begun to use new learnt things in my daily life	f	50	40	110	168		3,07
		%	13,6	10,9	29,9	45,7		

For the twenty-fourth statement of inquiry "I felt myself more independent with portfolio", 50,0% of students claimed that they feel more comfortable and free while working on the portfolio, which was supported by parents (47.8%) and teachers (43.2%) views on this issue. During the process, students were not afraid of getting a bad grade and they were free to add and remove the things from their work(Table IIe).

Table III, Kruskal Wallis Test results based on the responses of students, parents and teachers, demonstrated that there was no significant difference in terms of responses given to the questionnaire among the groups, students, parents and teachers. In other words, student's, parent's and teacher's views are on the same lie on the use of portfolio in the assessment of the student's progress in learning. The portfolio is far more than a procedure for gathering samples of student work; its use has changed the climate of the classroom and the nature of teacher–student interactions. Portfolios permit instruction and assessment to be woven together (O'Malley and Pierce, 1991; Paulson *et al*., 1991) in a way that more traditional approaches do not.

TABLE 3. Kruskal Wallis Test results based on the responses of students, parents and teachers (Alpha = 0.05)

Groups	N	Mean(X)	Std. Deviation	Mean Rank	Chi-Square(χ) (to be calculated)	Chi-Square(χ) (value of table)	Asymp. Sig (p)
Students	25	3,14	,133	32,80			
Teachers	25	3,17	,449	43,40	2,963	5,99	0.227
Parents	25	3,15	,228	37,80			
Total	75	3,15	,297				

3. Conclusion & Recommendation

According to the results of the study, there was no difference between 5th and 8th graders views on the use of portfolio(p>.05). Moreover, opinions of all three groups, students, parents and teachers about the use of portfolio in student's progress are very close to each other. All three groups believe that portfolio plays prominent roles in learning.

According to results of the questions which are asked to each of the three groups parallel; students, parents and teachers stated that they completely agree in expression like "The students have recognized their type of learning and planning talents have developed with portfolios. They overcome exam anxiety and are able to self-assess with their own works when he was evaluating with portfolio. They felt that they are part of the assessment process…"

The similar point of views has been mentioned in the literature. According to Micklo (1997), portfolios foster communication among students, teachers and parents. Through portfolio, students, teachers and parents can understand what type of learning takes place in the classroom (Lamdin & Walker, 1994).In addition, students get better communication with family members during the portfolio work. A portfolio sharing night is way to improve public relations and communication with parents (Johnson, 1996;Koelper and Messerges, 2003).

The current study showed that preparation of portfolio helps students improve their critical thinking skills, understand their strengths and limitations, improve communication between teachers and parents, and involve in the assessment of their work. Both teachers and parents supported student's views on the portfolio. However, it is time consuming. It may sometimes become boring to the students.

This research was done according to Erzurum province sample. New researches may be done as Turkey sample. During the research, it is established that teachers who are except from application studies, don't have information about portfolio. These gaps may be completed with courses.

This study which is applied in student centered education should be supported by researchers weather it is appropriate for traditional education or not.

For that reason parents must be given adequate information about this subject and must be told about what they will do to support their child as a person.

Portfolio should be adequately told parents and teachers who are trying to answer the question "What does student know?" instead of "Instead of "Which student knows more?"Portfolio which measures the students performance, of usage should be supported in recent years, it should be widespread during the process.

It takes too much time to prepare portfolio, but when these files prepare seriously, these files will be crucial as a document which indicates the students' academic assessment.

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